

**Personal Development (Including SMSC and British Values)
in the Firs Primary School Curriculum**

	EYFS	KS1	LKS2	UKS2
Developing:				
Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults	<p>School Council Dojo Masters</p> <p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> Looking after things; friends, environment and money <p>Class rules: ready, respectful, safe.</p>	<p>School Council Dojo Masters</p> <p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <p>Taking care of things:</p> <ul style="list-style-type: none"> My self My money My environment <p>and</p> <ul style="list-style-type: none"> Cooperation Self-regulation 	<p>School Council Dojo Masters Peer Mentoring</p> <p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> Skills we need to develop as we grow up Helping and being helped <p>and</p> <ul style="list-style-type: none"> Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money 	<p>School Council Dojo Masters Peer Mentoring</p> <p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> Rights and responsibilities relating to my health Decisions about lending, borrowing and spending <p>and</p> <ul style="list-style-type: none"> Understanding media bias including social media Caring: communities and the environment Earning and saving money
<p>Pupils’ understanding of the fundamental British values of;</p> <ul style="list-style-type: none"> <u>Democracy</u> <u>individual liberty</u> <u>the rule of law</u> <u>mutual respect and tolerance</u> 	<p>School Council</p> <p>Valuing Difference Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> Similarities and difference Celebrating difference Showing kindness <p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> Looking after things; friends, environment and money <p>Weekly Picture News Discussion – Each week links to British Values</p>	<p>School Council</p> <p>Valuing Difference Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> Recognising, valuing and celebrating difference Developing tolerance and respect <p>and</p> <ul style="list-style-type: none"> Being kind and helping others Listening skills <p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <p>Taking care of things:</p> <ul style="list-style-type: none"> My self My money My environment <p>and</p> <ul style="list-style-type: none"> Cooperation Self-regulation 	<p>School Council Peer Mentoring</p> <p>Valuing Difference Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> Recognising and respecting diversity Being respectful and tolerant <p>and</p> <ul style="list-style-type: none"> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes <p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> Skills we need to develop as we grow up Helping and being helped <p>and</p> <ul style="list-style-type: none"> Making a difference (different ways of helping others or the 	<p>School Council Peer Mentoring</p> <p>Valuing Difference Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> Recognising and celebrating difference including religions and cultural Influence and pressure of social media <p>and</p> <ul style="list-style-type: none"> Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour <p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> Rights and responsibilities relating to my health Decisions about lending, borrowing and spending <p>and</p>

		<p>Computing: E-Safety Unit (Cycle B) Rule of Law: Copyright and Ownership</p> <p>Weekly Picture News Discussion – Each week links to British Values</p>	<p>environment)</p> <ul style="list-style-type: none"> • Media influence • Decisions about spending money <p>History (Gods & Mortals)</p> <ul style="list-style-type: none"> • The foundations of democracy in ancient Greece. • Comparing government in ancient Greek city states with our government in Britain. <p>Computing: E-Safety Unit (Cycle B) Rule of Law: Copyright and Ownership</p> <p>Weekly Picture News Discussion – Each week links to British Values</p>	<ul style="list-style-type: none"> • Understanding media bias including social media • Caring: communities and the environment • Earning and saving money <p>History Off with her Head</p> <ul style="list-style-type: none"> • Rule of Law – crime and punishment through History. How has this changed? <p>Time Traveller</p> <ul style="list-style-type: none"> • Democracy - Women’s changing roles in society and women’s suffrage <p>Computing: E-Safety Unit (Cycle B) Rule of Law: Copyright and Ownership</p> <p>Weekly Picture News Discussion – Each week links to British Values</p>
<p>Pupils’ character (a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others)</p>	<p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Looking after things; friends, environment and money <p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Keeping my body healthy; food exercise and sleep • Growth mindset <p>PE</p> <p>Rammies little movers</p> <ul style="list-style-type: none"> • Healthy eating • Exercise <p>PE lessons promote ‘keeping my body healthy’</p>	<p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <p>Taking care of things:</p> <ul style="list-style-type: none"> • My self • My money • My environment <p>and</p> <ul style="list-style-type: none"> • Cooperation • Self-regulation <p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Growth mindset • Keeping my body healthy <p>and</p> <ul style="list-style-type: none"> • Growth mindset • Looking after my body 	<p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Skills we need to develop as we grow up • Helping and being helped <p>and</p> <ul style="list-style-type: none"> • Making a difference (different ways of helping others or the environment) • Media influence • Decisions about spending money <p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Keeping myself healthy • Celebrating and developing my skills <p>and</p> <ul style="list-style-type: none"> • Having choices and making decisions about my health • Taking care of my environment 	<p>Rights and Responsibilities Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Rights and responsibilities relating to my health • Decisions about lending, borrowing and spending <p>and</p> <ul style="list-style-type: none"> • Understanding media bias including social media • Caring: communities and the environment • Earning and saving money <p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Growing independence and taking responsibility • Media awareness and safety <p>and</p> <ul style="list-style-type: none"> • Aspirations and goal setting • Managing risk

		<p>PE PE lessons promote 'keeping my body healthy'</p> <ul style="list-style-type: none"> - Live it • Healthy eating • Exercise • Growth mindset <p>PE and physical activity</p> <ul style="list-style-type: none"> • Healthy eating • Exercise • Lunch time clubs • After school sports clubs <p>Computing: E-Safety Unit (Cycle A)</p> <ul style="list-style-type: none"> • Online Reputation • Online Relationships • Online Bullying 	<p>PE PE lessons promote 'keeping my body healthy'</p> <ul style="list-style-type: none"> - Live it • Healthy eating • Exercise • Growth mindset <p>PE and physical activity</p> <ul style="list-style-type: none"> • Healthy eating • Exercise • Lunch time clubs • After school sports clubs <p>MFL</p> <ul style="list-style-type: none"> • Promoting a love of language learning and curiosity about other places and cultures <p>Computing: E-Safety Unit (Cycle A)</p> <ul style="list-style-type: none"> • Online Reputation • Online Relationships • Online Bullying 	<p>PE PE lessons promote 'keeping my body healthy'</p> <ul style="list-style-type: none"> - Live it • Healthy eating • Exercise • Growth mindset <p>PE and physical activity</p> <ul style="list-style-type: none"> • Healthy eating • Exercise • Lunch time clubs • After school sports clubs <p>MFL</p> <ul style="list-style-type: none"> • Promoting a love of language learning and curiosity about other places and cultures <p>Computing: E-Safety Unit (Cycle A)</p> <ul style="list-style-type: none"> • Online Reputation • Online Relationships • Online Bullying
Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	<p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Keeping my body healthy; food exercise and sleep • Growth mindset <p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • What makes me special? • People close to me • Getting help 	<p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Growth mindset • Keeping my body healthy <p>and</p> <ul style="list-style-type: none"> • Growth mindset • Looking after my body <p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Feelings • Getting help • Classroom rules <p>and</p> <ul style="list-style-type: none"> • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation 	<p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Keeping myself healthy • Celebrating and developing my skills <p>and</p> <ul style="list-style-type: none"> • Having choices and making decisions about my health • Taking care of my environment <p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Cooperation • Caring friendships (including respectful relationships) <p>and</p> <ul style="list-style-type: none"> • Recognising feelings • Bullying • Assertive skills 	<p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Growing independence and taking responsibility • Media awareness and safety <p>and</p> <ul style="list-style-type: none"> • Aspirations and goal setting • Managing risk <p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Feelings • Friendship skills, including compromise • Assertive skills <p>and</p> <ul style="list-style-type: none"> • Assertiveness • Cooperation • Safe/unsafe touches

	<p>Growing and Changing Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none">• Cycles• Life stages <p>Reflection room for calm, quiet learning space.</p> <p>Promotion of the characteristics of effective learning</p>	<p>Growing and Changing Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none">• Getting help• Becoming independent• My body parts <p>and</p> <ul style="list-style-type: none">• Life cycles• Dealing with loss• Being supportive <p>PE – taking part in city wide DCCT competitions and workshops</p> <ul style="list-style-type: none">• Staying healthy• Celebration of dance <p>Physical education and physical activity promote resilience</p> <p>Guitar lessons- well-being/confidence</p> <p>Art Therapy</p> <p>Orchard provision across the school day/Lunch club – support with eating/behaviours/drop in</p> <p>Maths: Confidence and resilience are developed through the teaching process; maths structure is very fluid to ensure children are always challenged and therefore building up resilience and using their confidence to know when to move on</p>	<p>Growing and Changing Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none">• Relationships• Keeping safe <p>and</p> <ul style="list-style-type: none">• Body changes during puberty• Managing difficult feelings• Relationships including marriage <p>PE – taking part in city wide DCCT competitions and workshops</p> <ul style="list-style-type: none">• Staying healthy• Celebration of dance <p>Physical education and physical activity promote resilience</p> <p>Guitar lessons- wellbeing/confidence</p> <p>Attachment work</p> <p>Orchard provision across the school day/Lunch club – support with eating/behaviours/drop in</p> <p>Maths: Confidence and resilience are developed through the teaching process; maths structure is very fluid to ensure children are always challenged and therefore building up resilience and using their confidence to know when to move on</p>	<p>Growing and Changing Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none">• Managing difficult feelings• Managing change• Getting help <p>and</p> <ul style="list-style-type: none">• Keeping safe• Body image• Self esteem <p>PE – taking part in city wide DCCT competitions and workshops</p> <ul style="list-style-type: none">• Staying healthy• Celebration of dance <p>Physical education and physical activity promote resilience</p> <p>Guitar lessons –well-being/confidence</p> <p>DCCT Winning Minds Programme for health and well-being</p> <p>Orchard provision across the school day/Lunch club – support with eating/behaviours/drop in</p> <p>Maths: Confidence and resilience are developed through the teaching process; maths structure is very fluid to ensure children are always challenged and therefore building up resilience and using their confidence to know when to move on</p>
<p>Pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities</p>	<p>Keeping Myself Safe Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none">• Keeping my body safe• Safe secrets and touches• People who help to keep us safe	<p>Keeping Myself Safe Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none">• How our feelings can keep us safe• Keeping healthy• Medicine safety <p>and</p> <ul style="list-style-type: none">• Safe and unsafe secrets• Appropriate touch• Medicine safety	<p>Keeping Myself Safe Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none">• Managing risk• Drugs and their risks• Staying safe online <p>and</p> <ul style="list-style-type: none">• Managing risk• Understanding norms of drug use (cigarette and alcohol use)• Influences	<p>Keeping Myself Safe Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none">• Managing risk including staying safe online• Norms around use of legal drugs (tobacco and alcohol) <p>and</p> <ul style="list-style-type: none">• Emotional needs• Staying safe online• Drugs: norms and risks (including the law)

	<p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Keeping my body healthy; food exercise and sleep • Growth mindset <p>PE Rammies little movers – to start soon</p> <ul style="list-style-type: none"> - Keeping healthy - Eating healthy • After school sports clubs <p>Award winning Breakfast Club/ Lunch club</p> <p>Dental Visits supporting Families and their Children</p>	<p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Growth mindset • Keeping my body healthy <p>and</p> <ul style="list-style-type: none"> • Growth mindset • Looking after my body <p>PE Live it</p> <ul style="list-style-type: none"> - Keeping healthy - Eating healthy • After school sport clubs • Lunchtime clubs • Celebration of dance • City wide DCCT competitions • <p>Science Living things and their habitats</p> <ul style="list-style-type: none"> • find out about and describe the basic needs of humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Award winning Breakfast Club/ Lunch club</p> <p>Dental Visits supporting Families and their Children</p>	<p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Keeping myself healthy • Celebrating and developing my skills <p>and</p> <ul style="list-style-type: none"> • Having choices and making decisions about my health • Taking care of my environment <p>Design and Technology – Burps, Bottoms and Bile</p> <p>PE Live it</p> <ul style="list-style-type: none"> - Keeping healthy - Eating healthy • After school sport clubs • Lunchtime clubs • Celebration of dance • City wide DCCT competitions <p>Science Animals inc Humans</p> <ul style="list-style-type: none"> • identify that humans need the right types and amount of nutrition <p>Award winning Breakfast Club/ Lunch club</p> <p>Dental Visits supporting Families and their Children</p> <p>Boxing Club- keep active, build confidence</p>	<p>Being my Best Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Growing independence and taking responsibility • Media awareness and safety <p>and</p> <ul style="list-style-type: none"> • Aspirations and goal setting • Managing risk <p>PE Live it</p> <ul style="list-style-type: none"> - Keeping healthy - Eating healthy • After school sport clubs • Lunchtime clubs • Celebration of dance • City wide DCCT competitions • <p>Science Animals inc Humans</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients are transported and affect the body <p>Award winning Breakfast Club/ Lunch club</p> <p>Dental Visits supporting Families and their Children</p> <p>Boxing club – keep active, build confidence</p> <ul style="list-style-type: none"> •
Pupils’ age-appropriate understanding of healthy	<p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • What makes me special? 	<p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Feelings 	<p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Cooperation 	<p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Feelings

<p>relationships through appropriate relationships and sex education</p>	<ul style="list-style-type: none"> • People close to me • Getting help <p>Growing and Changing Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Cycles • Life stages 	<ul style="list-style-type: none"> • Getting help • Classroom rules <p>and</p> <ul style="list-style-type: none"> • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation <p>Growing and Changing Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Getting help • Becoming independent • My body parts <p>and</p> <ul style="list-style-type: none"> • Life cycles • Dealing with loss • Being supportive <p>NSPCC – Underwear rules – so children understand their body belongs to them,</p>	<ul style="list-style-type: none"> • Caring friendships (including respectful relationships) <p>and</p> <ul style="list-style-type: none"> • Recognising feelings • Bullying • Assertive skills <p>Growing and Changing Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Relationships • Keeping safe <p>and</p> <ul style="list-style-type: none"> • Body changes during puberty • Managing difficult feelings • Relationships including marriage 	<ul style="list-style-type: none"> • Friendship skills, including compromise • Assertive skills <p>and</p> <ul style="list-style-type: none"> • Assertiveness • Cooperation • Safe/unsafe touches <p>Growing and Changing Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Managing difficult feelings • Managing change • Getting help <p>and</p> <ul style="list-style-type: none"> • Keeping safe • Body image • Self esteem <p>Year 6 Sex and Relationships education</p> <p>Safe and Sound Child Sexual Exploitation workshops</p> <p>Science Living things and their habitats Loose link to sexual reproduction of humans and animals to produce off spring – links to SRE relating to reproduction</p>
<p>Enabling:</p>				
<p>Pupils to recognise online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them</p>	<p>Keeping Myself Safe Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Keeping my body safe • Safe secrets and touches • People who help to keep us safe <p>Police Visit as part of talk about safety</p>	<p>Keeping Myself Safe Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • How our feelings can keep us safe • Keeping healthy • Medicine safety <p>and</p> <ul style="list-style-type: none"> • Safe and unsafe secrets • Appropriate touch • Medicine safety <p>Year 2 Fire Safety talk by Derbyshire Fire and Rescue</p>	<p>Keeping Myself Safe Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Managing risk • Drugs and their risks • Staying safe online <p>and</p> <ul style="list-style-type: none"> • Managing risk • Understanding norms of drug use (cigarette and alcohol use) • Influences 	<p>Keeping Myself Safe Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Managing risk including staying safe online • Norms around use of legal drugs (tobacco and alcohol) <p>and</p> <ul style="list-style-type: none"> • Emotional needs • Staying safe online • Drugs: norms and risks (including the law) <p>Science Animals inc Humans</p> <ul style="list-style-type: none"> • recognise the impact of drugs and lifestyle in relation to the way their bodies function

				Yr 6 Workshops <ul style="list-style-type: none"> • Alright Charlie- Safe and Sound • Preventing violence against women and girls- Safe and Sound •
Pupils to recognise the dangers of inappropriate use of mobile technology and social media	Keeping Myself Safe Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> • Keeping my body safe • Safe secrets and touches • People who help to keep us safe Computing <ul style="list-style-type: none"> • Safer Internet day 	Keeping Myself Safe Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> • How our feelings can keep us safe • Keeping healthy • Medicine safety and <ul style="list-style-type: none"> • Safe and unsafe secrets • Appropriate touch • Medicine safety Computing <ul style="list-style-type: none"> • E-Safety (half term each year) • Safer Internet day i-vengers Complete a range of internet safety activities throughout the year and develop different aspects of E-Safety within the school	Keeping Myself Safe Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> • Managing risk • Drugs and their risks • Staying safe online and <ul style="list-style-type: none"> • Managing risk • Understanding norms of drug use (cigarette and alcohol use) • Influences Computing <ul style="list-style-type: none"> • E-Safety (half term each year) • Safer Internet day i-vengers Complete a range of internet safety activities throughout the year and develop different aspects of E-Safety within the school	Keeping Myself Safe Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> • Managing risk including staying safe online • Norms around use of legal drugs (tobacco and alcohol) and <ul style="list-style-type: none"> • Emotional needs • Staying safe online • Drugs: norms and risks (including the law) Computing <ul style="list-style-type: none"> • E-Safety (half term each year) • Safer Internet day i-vengers Complete a range of internet safety activities throughout the year and develop different aspects of E-Safety within the school
Supporting:				
Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully	EYFS ‘Settling in’ visits prior to start of FS2 Transition days in new class prior to start of Summer holidays before move to year 1. Identified children longer transition Visits from KS1 staff members to play with children in EYFS in final weeks	Transition days in new class prior to start of Summer holidays Additional transition for vulnerable pupils - Learning Mentor support from yr2 to yr3 (separate building)	Transition days in new class prior to start of Summer holidays	Year 6 - Common transfer days in line with Derby City secondary schools. Additional transition support for vulnerable pupils (e.g. extra transition days, accompanied by Learning Mentor) Winning Minds Programme (Derby County Community Trust) to support Yr 6 with transition Year 6 Transition Curriculum Focuses on developing different personal skills that will be needed for secondary school. We have also bought a range of transition themed books to support children.

Providing:				
<p>An effective careers programme in line with the government’s statutory guidance on careers advice that offers pupils:</p> <ul style="list-style-type: none"> • Unbiased careers advice • Experience of work, and • Contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire 	<p>Careers Related Learning: Our Future Derby</p>	<p>Careers Related Learning: Our Future Derby</p>	<p>Careers Related Learning: Our Future Derby</p>	<p>Careers Related Learning: Our Future Derby</p> <p>High Sheriff of Nottingham to speak with Yr 6 re-Careers.</p>
SMSC:				
<p>Spiritual development:</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • Knowledge of, and respect for, different people’s faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	<p>Valuing Difference Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Similarities and difference • Celebrating difference • Showing kindness <p>RE</p> <p>Which people are special and why?</p> <p>Which places are special and why?</p> <p>Which stories are special and why?</p> <p>Which times are special and why?</p> <p>Where do we belong?</p> <p>What is special about our world?</p>	<p>Valuing Difference Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Recognising, valuing and celebrating difference • Developing tolerance and respect <p>and</p> <ul style="list-style-type: none"> • Being kind and helping others • Listening skills <p>RE</p> <p>Who is a Christian and what do they believe?</p> <p>Who is a Muslim and what do they believe?</p> <p>Who is Jewish and what do they believe?</p> <p>How and why do we celebrate special and sacred times?</p> <p>What does it mean to belong to a faith community?</p> <p>What makes some places sacred?</p> <p>What can we learn from sacred books?</p>	<p>Valuing Difference Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Recognising and respecting diversity • Being respectful and tolerant <p>and</p> <ul style="list-style-type: none"> • Recognising and celebrating difference (including religions and cultural difference) • Understanding and challenging stereotypes <p>RE</p> <p>What does it mean to be Christian in Britain today?</p> <p>What does it mean to be Hindu in Britain today?</p> <p>Why are festivals so important to religious communities?</p> <p>Why do people pray?</p> <p>Why is the Bible important to Christians today?</p> <p>Why is Jesus inspiring to some people?</p>	<p>Valuing Difference Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Recognising and celebrating difference including religions and cultural • Influence and pressure of social media <p>and</p> <ul style="list-style-type: none"> • Recognising and reflecting on prejudice-based bullying • Understanding bystander behaviour <p>RE</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>What matters most to Christians and Humanists?</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p>Why do some people think God exists?</p>

	<p>Spiritual Journal Children take part in class discussions which enable them to reflect on their own beliefs and views- these are recorded in the spiritual journal</p> <p>Orchard –drop in</p>	<p>Spiritual Journal Children take part in class discussions which enable them to reflect on their own beliefs and views- these are recorded in the spiritual journal</p> <p>PE</p> <ul style="list-style-type: none"> • Learning tolerance and respect through PE lessons and game play <p>Orchard –drop in</p>	<p>Why do some people think that life is like a journey and what significant experiences mark this?</p> <p>What do people believe about God?</p> <p>Spiritual Journal Children take part in class discussions which enable them to reflect on their own beliefs and views- these are recorded in the spiritual journal</p> <p>PE</p> <ul style="list-style-type: none"> • Learning tolerance and respect through PE lessons and game play <p>Orchard –drop in</p>	<p>What do religions say to us when life gets hard?</p> <p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p> <p>If God is everywhere why go to a place of worship?</p> <p>Spiritual Journal Children take part in class discussions which enable them to reflect on their own beliefs and views- these are recorded in the spiritual journal</p> <p>PE</p> <ul style="list-style-type: none"> • Learning tolerance and respect through PE lessons and game play <p>Orchard –drop in</p>
<p>Moral development:</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • What makes me special? • People close to me • Getting help <p>Class rules: ready, respectful, safe</p> <p>Picture News</p>	<p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Feelings • Getting help • Classroom rules <p>and</p> <ul style="list-style-type: none"> • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation <p>RE How should we care for others and the world, and why should it matter?</p> <p>Philosophy for Children Children have the opportunity to debate moral and ethical issues, these may or may not relate to the weekly ‘Picture News’ that is discussed in class.</p> <p>Picture News</p> <p>Restorative justice –L.M</p>	<p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Cooperation • Caring friendships (including respectful relationships) <p>and</p> <ul style="list-style-type: none"> • Recognising feelings • Bullying • Assertive skills <p>RE What can we learn from religions about deciding about what is right and wrong?</p> <p>Philosophy for Children Children have the opportunity to debate moral and ethical issues, these may or may not relate to the weekly ‘Picture News’ that is discussed in class.</p> <p>Picture News</p> <p>Restorative Justice –L.M</p>	<p>Me and My Relationships Unit – SCARF PSHE Scheme</p> <ul style="list-style-type: none"> • Feelings • Friendship skills, including compromise • Assertive skills <p>and</p> <ul style="list-style-type: none"> • Assertiveness • Cooperation • Safe/unsafe touches <p>Philosophy for Children Children have the opportunity to debate moral and ethical issues, these may or may not relate to the weekly ‘Picture News’ that is discussed in class.</p> <p>Picture News</p> <p>Restorative Justice- L.M</p>

		History – Land Ahoy <ul style="list-style-type: none"> Discussing the discovery of America by Christopher Columbus, looking at different viewpoints and expressing opinions 	History – Heroes and Villains <ul style="list-style-type: none"> British Empire –discussing moral and ethical issues 	History - Off with her head <ul style="list-style-type: none"> Crime and punishment through time Peasants, Prince and Pestilence <ul style="list-style-type: none"> Discussing attitudes towards rules regarding dealing with the plague – comparing this with attitudes towards Covid
Social development: <ul style="list-style-type: none"> Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively Acceptance of and engagement with the fundamental <u>British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</u> They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	Valuing Difference Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> Similarities and difference Celebrating difference Showing kindness Me and My Relationships Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> What makes me special? People close to me Getting help PE <ul style="list-style-type: none"> Learning skills of participation through PE lessons and game play After school sports clubs Lunchtime clubs Learning social skills through physical activity and physical education Restorative Justice	Valuing Difference Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> Recognising, valuing and celebrating difference Developing tolerance and respect and <ul style="list-style-type: none"> Being kind and helping others Listening skills Me and My Relationships Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> Feelings Getting help Classroom rules and <ul style="list-style-type: none"> Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation PE <ul style="list-style-type: none"> Learning skills of participation through PE lessons and game play After school sports clubs Lunchtime clubs Learning social skills through physical activity and physical education Restorative Justice	Valuing Difference Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> Recognising and respecting diversity Being respectful and tolerant and <ul style="list-style-type: none"> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes Me and My Relationships Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> Cooperation Caring friendships (including respectful relationships) and <ul style="list-style-type: none"> Recognising feelings Bullying Assertive skills PE <ul style="list-style-type: none"> Learning skills of participation through PE lessons and game play After school sports clubs Lunchtime clubs Learning social skills through physical activity and physical education Restorative Justice	Valuing Difference Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> Recognising and celebrating difference including religions and cultural Influence and pressure of social media and <ul style="list-style-type: none"> Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour Me and My Relationships Unit – SCARF PSHE Scheme <ul style="list-style-type: none"> Feelings Friendship skills, including compromise Assertive skills and <ul style="list-style-type: none"> Assertiveness Cooperation Safe/unsafe touches PE <ul style="list-style-type: none"> Learning skills of participation through PE lessons and game play After school sports clubs Lunchtime clubs Learning social skills through physical activity and physical education Restorative Justice

		Skegness Homes for vulnerable children Kidz Camp Forest School with Chaddesden Park Primary	Skegness Homes for vulnerable children Kidz Camp Forest School with Chaddesden Park Primary	Skegness Homes for vulnerable children Kidz Camp Bushcraft residential opportunity Forest School with Chaddesden Park Primary
<p>Cultural development:</p> <ul style="list-style-type: none"> Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards 	<p>European Day of Modern Languages</p> <p>Young Interpreter Training</p> <p>Gypsy Roma and Traveller History Month</p> <ul style="list-style-type: none"> Children learn about GRT culture including music, dance and story telling <p>Black History Month</p> <p>Holocaust Memorial Day</p> <p>Reading</p> <ul style="list-style-type: none"> Diverse reading spine <p>Music</p> <ul style="list-style-type: none"> Sinfonia Viva Status Quo Drummer Jeff Rich visited school for a whole drumming Masterclass <p>Music/English/Understanding the world</p> <ul style="list-style-type: none"> Performances at Derby Theatre. The whole school will watch at least one performance at Derby Theatre a year Visit to St.Lukes church for different festivals (Harvest, Easter, Christmas) 	<p>European Day of Modern Languages</p> <p>Young Interpreter Training</p> <p>Gypsy Roma and Traveller History Month</p> <ul style="list-style-type: none"> Children learn about GRT culture including music, dance and story telling <p>Black History Month</p> <p>Holocaust Memorial Day</p> <p>Reading</p> <ul style="list-style-type: none"> Diverse reading spine <p>History</p> <ul style="list-style-type: none"> Superheroes: Amelia Earhart and Nelson Mandela – women's right to vote and the end of Apartheid in South Africa <p>History – Land Ahoy</p> <ul style="list-style-type: none"> Discussing the discovery of America by Christopher Columbus, looking at different viewpoints and expressing opinions <p>Music</p> <ul style="list-style-type: none"> Sinfonia Viva Young Voices The SHED - Supported children with lots of creative opportunities such as rapping, composing, story telling and art. 	<p>European Day of Modern Languages</p> <p>Young Interpreter Training</p> <p>Gypsy Roma and Traveller History Month</p> <ul style="list-style-type: none"> Children learn about GRT history and culture including music, dance and story telling <p>Black History Month</p> <p>Holocaust Memorial Day</p> <p>Reading</p> <ul style="list-style-type: none"> Diverse reading spine <p>History</p> <ul style="list-style-type: none"> Heroes and Villains: Exploration of the impact of the British Empire Gods and Mortals: Comparison of democracy in modern Britain with that of Ancient Greece <p>Art and Design and Technology</p> <ul style="list-style-type: none"> Artists and inventors studied include artists from a range of cultures and ethnicities e.g. Jean Michel Basquiat, Lewis Latimer, Yusuf Muhammad Children will have the opportunity to display their artwork in an exhibition <p>Music</p>	<p>European Day of Modern Languages</p> <p>Young Interpreter Training</p> <p>Gypsy Roma and Traveller History Month</p> <ul style="list-style-type: none"> Children learn about GRT history and culture including music, dance and story telling <p>Black History Month</p> <p>Holocaust Memorial Day</p> <p>Reading</p> <ul style="list-style-type: none"> Diverse reading spine <p>Music</p> <ul style="list-style-type: none"> Sinfonia Viva Young Voices Children work with Derby Theatre as part of opportunity areas funding to compose their own songs, learn about what goes on behind the scene's (lighting, scenery etc) and how to be a producer. The children then perform to an audience. Sinfonia Viva Young Voices The SHED - Supported children with lots of creative opportunities such as rapping, composing, story telling and art. Status Quo Drummer Jeff Rich visited school for a whole drumming Masterclass

<p>different religious, ethnic and socio-economic groups in the local, national and global communities</p>		<ul style="list-style-type: none"> • Status Quo Drummer Jeff Rich visited school for a whole drumming Masterclass • <p>Music/RE</p> <ul style="list-style-type: none"> • Visit to St.Lukes church for different festivals (Harvest, Easter, Christmas) <p>Music/English</p> <ul style="list-style-type: none"> • Performances at Derby Theatre. The whole school will watch at least one performance at Derby Theatre a year <p>PE</p> <p>-Royal Northern Ballet work with the children teaching them about story telling through dance.</p> <p>Science</p> <p>British Science Week – look at a range of Scientists from different cultures and backgrounds (diversity of Scientists) and how their contributions impact our research/ lives today</p>	<ul style="list-style-type: none"> • Year 4 have the opportunity to learn the violin and perform with the Halle orchestra • Sinfonia Viva • Young Voices • Children work with Derby Theatre as part of opportunity areas to compose their own songs, learn about what goes on behind the scene's (lighting, scenery etc) and how to be a producer. The children then perform to an audience. • Sinfonia Viva • Young Voices • The SHED - Supported children with lots of creative opportunities such as rapping, composing, story telling and art. • Status Quo Drummer Jeff Rich visited school for a whole drumming Masterclass • <p>Music/English</p> <ul style="list-style-type: none"> • Performances at Derby Theatre. The whole school will watch at least one performance at Derby Theatre a year <p>Music/RE</p> <ul style="list-style-type: none"> • Visit to St.Lukes church for different festivals (Harvest, Easter, Christmas) <p>Science</p> <p>Look at different scientists across the curriculum in relation to the area of learning</p> <p>British Science Week – look at a range of Scientists from different cultures and backgrounds (diversity of Scientists) and how their contributions impact our research/ lives today</p>	<ul style="list-style-type: none"> • Small group/individual violin lessons for Yr5 children • <p>Music/English</p> <ul style="list-style-type: none"> • Performances at Derby Theatre. The whole school will watch at least one performance at Derby Theatre a year <p>Music/RE</p> <ul style="list-style-type: none"> • Visit to St.Lukes church for different festivals (Harvest, Easter, Christmas) <p>History - Pharaohs – Should we return artefacts from the British Museum to Egypt?</p> <p>Science</p> <p>Look at different scientists across the curriculum in relation to the area of learning</p> <p>British Science Week – look at a range of Scientists from different cultures and backgrounds (diversity of Scientists) and how their contributions impact our research/ lives today</p> <p>MFL</p> <ul style="list-style-type: none"> • Early Start Spanish scheme includes cultural awareness aspect • Promoting a love of language learning and curiosity about other places and cultures
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			MFL <ul style="list-style-type: none">• Early Start German scheme includes cultural awareness aspect• Promoting a love of language learning and curiosity about other places and cultures	
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